A Suggested Proposal for The Algeria Open University as an Approach for Integrating Distance Learning with Traditional Campus Education

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Abstract

The study aimed at exploring the definition, justifications, objectives, characteristics of distance learning and how to integrate it with traditional campus education. The study used the descriptive analytical methodology to reach the targets in question. To gather the required data, a review of literature was conducted. The study came to the conclusion that the study suggests to integrate distance learning with traditional campus education in a unified system known as combined education that not only takes advantages of both types of learning but it benefits from e-learning and open education as well. The study makes the recommendations that adopting the idea of combined education is a must to overcome the problems traditional campus education undergoes especially at the time of lockdowns because of pandemics or political turmoil and to emphasize that distance learning is an integral part and equal to traditional campus education.

Keywords: *Distance learning, Algerian Combined Education.*

Introduction

Cries have raised to put electronic learning system into practice in higher education to keep pace with advances of educational systems in non-Muslims countries in a hand, and to keep abreast of the growing technological and scientific developments in the world of today on the other hand.

Consequently and as a result of the closure caused by corona pandemic, many universities hurried to adopt electronic learning system regardless of its suitability to their conditions and the readiness to put it into effect. So, electronic learning system turned out to be a problem rather than a way out to their dilemmas.

Putting electronic learning system into practice has neither been because it is based on a thoughtful decision nor because it is the best solution to the universities' problems, but because it meets personal interests and biased inclinations. Furthermore, the application of this system has not been according to an elaborate plan with well-designed aims and well-arranged means, but it has been randomly applied without experimentation in most cases.

This is evidenced by the hindrances the electronic learning undergoes such as the shortage of computers, the poor supply of the internet, the weak control of assessment and the likelihood of taking false identity [1]. In addition, a question has been raised concerning its place in comparison with campus learning. That is, whether it is an alternative to direct learning or it integrates with it.

In order to avoid these limitations and to answer this pre-raised question, the current study proposes distance learning as an alternative to electronic system and an integral part of campus education. In light of this, the study's problem is put in the following question; **What is the definition, aims, importance and**

means of distance learning and how to make it an integral part of university campus education? In view of this question, the study's objective is to explore **the definition, aims, importance and means of distance learning and how to make it an integral part of university campus education.** The study's importance lies in that it seeks to bridge the gap in this area to develop what previous studies have come to in the field of distance education. In addition, the study suggests a proposal for educational systems policy makers of how to make distance learning is an integral part of university campus education. The study has used the descriptive analytical methodology to reach the targets in question. To gather the required data, a review of literature has been administered. The study covers the following three points:

- The definition of distance learning and its relationship with the definitions of electronic learning and open education.

- The reasons, aims, mediums and characteristics of distance learning

- The proposal of the Algerian Open University; distance learning as an integral part of campus education.

These points will tackle be tackled in further detail as follows;

1. The Definition of Distance Learning and Its Relationship with E-Learning and Open Education

This section sheds light on the definition of distance learning and its relationship with e-Learning and open education. These points are going be tackled as follows;

1.1. The Definition of Distance Learning

Distance learning is defined linguistically and terminologically. This is to be demonstrated in the following lines.

1.1.1. **The Dictionary Definition of Distance Learning**

'Learning' is derived from the verb 'learn' that means 'to know something'. That is, to be aware of it, as indicated by the Holy Verse that says, "You do not know them, but Allah knows them"(Surat Al-Anfal, The Spois, verse 60); i.e., you are not aware of double-dealers, but Allah is aware of them. 'Learn' also means 'to experience something'(Ibn Manzur**,** 1994, vo. 12, p. 417). For example, the sentence "I learn something" means I experience it (Al-Faiyyoumi, 1950, vol. 2, p. 427).

'Distance' is derived from the adjective 'distant' that means 'being far off position'(A-Razi, 1999, vol. 1, p. 37). Bearing this in mind, it can be said that 'distance learning' linguistically means getting someone not in the same place know or experience something.

1.1.2. **The Terminological Definition of Distance Learning**

Distance learning is defined as "a technique of learning that focuses on the learner and it is possible that it results in a separation or a semi-separation between the teacher and the student during the educational process and in which the role of the educational administration is greater in planning, implementing and conveying the educational service and multi-media communication is relied on to strengthen the dual or multiple communication between the learner and school and to foster individual learning"(Mohamed Al-Khateeb, 1999, p. 15).

It is also defined as "a technique of learning that depends on self-directed learning" [2]; by which the learner relies on himself with a little teacher supervision, using printed and non-printed educational subjects, and using multi-media such as the educational radio, television and other communication networks … to help the learner fulfill their targets"(Ya'qoub Nashwan, 2001, p. 9).

Distance learning is also defined as "a process of conveying knowledge to the learner where he lives or works instead of moving to the educational institution and it is based on conveying knowledge, skills and educational subjects through multiple an various media of communication, and in which the learner and the teacher are apart, and where technology is used to bridge the gap between the learner and the teacher through simulating face to face interaction"(UNESCO, 1991, p. 14).

In the light of these definitions, distance learning shares campus education the same characteristics except that the learner and the teacher are not in the same place (Hamid Ammar, 2006, p. 224). Too, it is evident that distance learning includes multiple media some of which are electronic as the computer, the smart phone, the radio, the television and compact discs and others are non-electronic as by-post learning. It is also obvious that the dictionary and terminological definitions of distance learning agree that the learning process takes place between separated parties. However, the two definitions differ in that the dictionary definition refers to learning in general, but the terminological one refers to the learning service that is rendered by a specialized establishment to particular persons in a given society.

1.2. E-learning

E-learning that is also known as virtual learning is defined as "a technique of distance learning using modern media of communication to convey information to the learner with the least cost and the least duration of time and in a way that enables the educational administration to control, measure and assess the learner's performance"(Abd Al-Fattah Ahmed, 2006 p. 5). It is also defined as "a type of learning that depends on using modern media of communication such as the computer, its networks, its multiple

mediums, paintings, research tools, e-libraries, the internet portals in communicating, receiving and sending information, acquiring skills, interaction between the learner and his teacher, classmates and the school as well" (UNESCO, 1991, p. 18).

In the light of the two previous definitions, it is clear that e-learning agrees with distance learning on depending on modern media of communication such as the computer, smart phones and the internet. However, e-learning depends only on electronic media in communication and learning, but distance learning includes not only electronic media, but non-electronic ones such as by-post learning as well. In other words, distance learning is more general than e-learning and the latter is just a technique of the former.

1.3. Open Education

Open education that is also known home education is defined as " a technique of distance education that enables independent education for any person at any age and whatever his work is without requiring campus attendance"(UNESCO, 1991, p. 18). It is also known as "a type of education that is learner-centered. That is, the learner is responsible for learning himself and to go on his graduate studies in order to get a university or a training certificate. It is a type of education that is neither limited to campus nor confined to face to face interaction with the teacher as it is the case with traditional universities"(Afnan Darrora, 2001, p. 120).

Open education is a type of learning that emphasizes the learner's freedom of choice. It is based on making use of flexible teaching and learning strategies. It is a form of education that enables the student to learn at the place and time that meet his needs and conditions. It focuses on the learner not the school's. That's, its focal point is self-directed learning(Mohamed Al-Khateeb, 1999, p. 15).

Open education agrees with distance learning on the idea that the learner and the teacher are not at the same place, the concentration is on self-directed learning, it uses various educational mediums and that the administration is responsible for planning, organizing and conveying the learning message to the student"(Adel Al-Guindi, and et. al., 2001, pp. 20-22). However, open education and distance learning differ in that open education removes the impediments that hinder pursuing education such as requiring fixed age, qualification, grade, year of graduation or certain specialization. Conversely, distance learning requires strict regulations in most universities and does not respond to learners' needs easily. In other words, distance learning is not as flexible as open education concerning admissions requirements, the mode of study, the system of examination and the attainability of qualifications (UNESCO, 1991, pp. 38-40). Some educationalists think that distance education is a form of open education. Distance education is one of the techniques that open education may use in its programs. Moreover, distance learning focuses on how to get in touch with the learner, but open education concentrates on the aims and strategies of learning in light of the learner's abilities and needs (Najwa Yusuf, 1992, pp. 17-18). Open education also agrees with e-learning on using modern electronic communication media such as the computer and smart phone. Nevertheless, open education can be implemented using electronic mediums and without using it.

As shown above, distance education is an intermediate loop between open education and e-learning. It is more specific than open education since distance learning may be one of the techniques open education is implemented by. And distance education is more universal than e-learning as the latter may be one of the techniques of the former. Distance education can be carried using electronic mediums and without using it.

2. The Reasons, Aims, Mediums and Characteristics of Distance Learning

The current section highlights the reasons, aims, mediums and characteristics of distance learning as follows:

2. 1. The Reasons for Using Distance Learning

There are many geographical, social, economic, political and psychological reasons for putting distance learning into practice that are shown as follows:

2. 1. 1. The Geographical Reasons for Using Distance Learning

The geographical reasons for adopting distance learning are demonstrated as follows:

First; the difficulty of conveying the campus educational service to people in remote areas such as deserts, mountains and islands.

Second; the hardships some learners face when going to schools such as the lack of convenient means of transport and the struggle they undergo to get to the places of study (So'ad Umair, 2016, p. 52).

2. 1.2. The Social Reasons for Using Distance Learning

The social reasons for adopting distance learning are demonstrated as follows;

First; distance learning secures chances of education for unprivileged persons such as patients, prisoners, people with special needs and women in conservative communities (So'ad Umair, 2016, p. 52).

Second; distance learning enhances and encourages enrolling on literacy programs (Hala Ahmed, 2013, p. 384)..

2. 1.3. The Economic Reasons for Using Distance Learning

The economic reasons for adopting distance learning are demonstrated as follows:

First; the growing increase of the cost of campus education (Saeed Mahmoud and Mohamed Wannas, 2003, p. 133).

Second; the possibility of conveying the educational message to a large number of learners with a little cost (Samir Abesh and Rafiqa Khakeqa, 2021, p. 87).

Third; the possibility of securing learning opportunities for disadvantages people in order to raise their standard of living (Hala Ahmed, 2013, p. 384).

Fourth; participating in training working force needed for economic development (Mohamed Al- Manee', 2001, p. 112).

2. 1.4. The Political Reasons for Using Distance Learning

The political reasons for adopting distance learning are demonstrated as follows:

First; political disturbances and civil wars that result in instability in campus education.

Second; military occupation that imposes campus educational system that serves its wicked aims.

2. 1.5. The Psychological Reasons for Using Distance Learning

The psychological reasons for adopting distance learning are demonstrated as follows;

First; meeting the workers' need to improve their educational level since distance learning enables to work and study simultaneously.

Second; observing the discrepancy in abilities and aptitudes among learners as it is based on self-directed learning (Abdullah Al-Musa, 2003, p. 128).

Third; observing the learners' interests as it secures various educational options that reinforce students' motivation and achievement (Thiyab Ayyosh, 2000, p. 17).

2.2. **The Aims of Using Distance Learning**

The aims of putting distance learning system into effect are shown as follows (Raja' Al-Usaili, 2012, p. 355):

First; putting the principle of equality of access into effect owing to its capability for providing educational service for any person able to go on learning regardless of their social and economic level (Abdul Aziz A-Sunbul, 2001, p. 70).

Second; securing educational service for those who seek to do higher studies and improve their educational, vocational, social and economic status.

Third; enhancing literacy programs as it does not require attendance in actual classes as it the case with campus education.

Fourth; keeping pace with the rapid scientific and technological growth as it enjoys greater flexibility in modifying its plans and programs in comparison with campus education (Samir Abesh and Rafiqa Khakeqa, 2021, p. 87).

2.3. **The Mediums of Distance Learning**

Distance learning uses many various educational mediums; some of which are electronic and others are non-electronic. Distance

learning systems vary in their use of educational media according to the availability of human and material resources and the programs they offer. Examples of these mediums are shown as follows (Adel Al-Guindi, and et. al., 2001, p. 13).

2.3. 1. Printed Materials

The printed materials are academic subjects designed differently from traditional universities' textbooks. Distance learning subjects adopt pre-panned objectives the learner gradually achieves. In addition, those materials depend on constructive dialogue and include drills to measure the extent to which the targeted objectives have been fulfilled (Tayseer Al-Kilani, 2001, p. 33).

2.3.2. Radio and Televised Programs

Radio and televised programs are prepared by educational curricula experts in advance. These programs are televised regularly at fixed times. The learner can watch and listen to these programs live and recorded according to what suits him (UNESCO, 1991, p. 27).

2.3.3. The Academic Counselor

The academic counselor is a member of the teaching staff. He is nominated for a group of distance learners. He works as a supervisor for this group. He guides, conveys educational services and follows the students up. Too, he supplies the educational administration with reports about the students' scientific achievement (Tayseer Al-Kilani, 2001, p. 26).

2.3.4. The Computer

The computer as an educational medium includes both the personal and the central computers. The personal computer enables the learner to obtain the educational programs needed to enhance learning the syllabuses he studies and the knowledge he seeks at the

time he needs. The central computer that is connected to the learners' personal computers helps them to get into contact with teachers and academic supervisors and benefit from their knowledge and guidance (UNESCO, 1991, p. 27).

2.3.5. The Mobile Phone

The mobile phone helps the learners get in touch with the educational centers and academic supervisors so as that they could obtain the educational service without having to move to these centers (Ibtsam Musa and Wazina Jappar, 2016, p. 82).

2.3.6. Laboratories

Distance learning centers secure laboratories required for practical fields of knowledge such engineering, medicine, agriculture and science so as to enable students do required experiments (Tayseer Al-Kilani, 2001, p. 33 and UNESCO, 1991, p.33).

2.3.7. Field Training

Field training means enabling learners to gain experience through joining training centers. Distance learning institutions contracts with these centers for a fixed time. The students in the field of engineering, for instance, join factories that are related to their area of knowledge to get field experience (Tayseer Al-Kilani, 2001, p. 33 and UNESCO, 1991, p.33).

2.4. **The Characteristics of Distance Learning**

Distance learning has many characteristics that distinguishes it from traditional campus education. These characteristics are demonstrated as follows;

First; distance learning puts the principle of equality of access into effect. It provides learning opportunities for unprivileged people, who are illiterate or who have not completed their education, so

that they can go back into the educational ladder and actualize themselves (Raja' Al-Usaili, 2012, p. 355).

Second; distance learning releases the learner from space and time restraints. That is, the student does not have to attend in campus at fixed times regularly as it the case with traditional education (A'esha Al-Eidi, and Mohamed Bu-Fateh, 2018, p. 672).

Third; distance education is so flexible. The learner has got much more freedom in selecting the specialization he is interested in, the syllabus he desires at the place and time that suit him. In addition, it provides the educational service through numerous and various mediums with a lesser cost that guarantee learning opportunities with greater quality (Sheriff Murad and Aziz Munir, 2018, pp. 205 – 206). That is in comparison with traditional campus education that stipulates certain requirements that are sometimes difficult to meet.

Fourth; distance education reinforces self-directed learning and further education. Distance learning enhances acquiring the skills of self-directed learning and further education. This is because the learner takes the responsibility for his education in light of his abilities so as to reach his objectives without any direct interference from the teacher (Riham Ahmed, 2013, p. 7).

Fifth; distance learning secures a variety of educational mediums. It makes it easy for the student to learn through electronic and non-electronic educational mediums. This sets the learner free from being fully dependent on the teacher and the textbook (Hayat Qizdari, 2019, p. 130).

Sixth; distance learning alleviates the pressure that burdens traditional campus education. Distance education secures more learning opportunities for a greater number of people and this

decreases the burdens that cripple traditional campus education from achieving its targeted objectives (Hayat Qizdari, 2019, p. 129).

Seventh; distance education cost is lesser than traditional campus education. It requires fewer staff and lesser preparation in contrast to traditional campus education that needs multiple buildings, greater number of academic and administrational staff as well as a great deal of materials (Mohamed Al-Mallah, 2010, pp. 70 – 72).

3. The Proposal of the Algerian Open University; Distance Learning as an Integral Part of Campus Education

The suggested proposal of the present study revolves around the idea of integrating distance learning, e-learning and open education into the Algerian traditional university campus education. This integrated body is called 'The Algerian Open University'. This integration does not mean mixing all these modes of education hazardously, but it means that they have the same mission that is put into one plan to achieve the same targeted objectives with the same content but using different techniques and strategies according to what is suitable for each mode, making full use of the advantages of each of them and neutralizing the disadvantages of each. Through this integration, the open university provides learning opportunities for everyone whatever their age group and their socio-economic status. The elements of this proposal are shown in the following sections.

3. 1. The Principles of the Algerian Open University

The Algerian open university rests upon certain principles that are demonstrated as follows:

First; education is a right for everyone in society and the government has to provide it for every qualified person regardless of their age group and socio-economic context.

Second; the learner is free to choose the area of knowledge he likes in the light of his ability with the mode, technique and strategy of learning, place and time that suit him.

Third; self-directed learning is enhanced using multiple and various educational mediums.

Fourth; balance between the needs of the society and the individuals is secured.

3.2. The Objectives of the Algerian Open University

There are many objectives the Algerian open university seek to fulfill. These objectives are clarified as follows;

First; providing learning opportunities for students who are unable to go on their education as they cannot afford its cost.

Second; providing learning chances for students who are unable to attend campus education because of their health problems or the difficulty to move to campus education.

Third; securing learning opportunities for students who are unable to attend campus education owing to their work complexities.

Fourth; providing learning chances for unable to complete their studies because of their poor previous qualifications.

Fifth; providing learning opportunities for workmen who desire to complete their studies so that they can improve their social and vocational conditions.

Sixth; securing learning chances for any qualified person at any place and time.

Seventh; enhancing self-directed learning using modern technological mediums.

Eighth; making it easy for academic staff who find it difficult to move to campus education to go on their jobs online.

Ninth, helping the university to go on working during emergencies that result in full or part lockdown owing to pandemics, economic and political disturbances and natural disasters.

3.3. The Administrative and Organizational Structure of the Algerian Open University

The Algerian open university specifies an administrative and organizational unit for distance learning. This does not mean that this unit is separated from other university units. It means that distance learning is run by a specialized staff academically and technically and the mission of this staff is to spare no effort to achieve the targeted objectives with the highest quality and the least cost and in conformity with the university plan.

 The administrative and organizational structure of the Algerian Open University is so flexible that it can adapt to emergencies. It collects between centralization and de-centralization. It takes into consideration the changeable circumstances. Not only is its mission to convey the educational message to learners, but to train them on how to use modern technology in education as well. Too, it is interested in training the academic staff regularly on how to deal with the modern technology in education, how to prepare syllabuses and how to make optimum use of teaching strategies. Moreover, it takes responsibility in assessing and developing the system of distance education continually. Besides, it encourages cooperation among like universities in and out of the country, concludes treaties and exchange experience with them.

3.4. The Learners of the Algerian Open University

The Algerian Open University provides graduate and post-graduate learning opportunities for the following;

First; the learners who can go on study in the traditional campus education.

Second; the learners who are enrolled on campus education, but cannot continue on this mode of learning due to their bad health, living and travel conditions.

Third; the learners who hold a general secondary school certificate or what is equal regardless of the age of qualification.

Fourth; the learners who are willing to complete university education at their residence such as housewives, patients, prisoners and physically handicapped.

Fifth; the learners who desire to change their specializations and unable to attend campus education.

Sixth; the graduates who are willing to get training courses in the fields needed by the force market.

Seventh; the workmen who desire to promote their knowledge and vocational skills.

3.5. The Algerian Open University Admission Policy

The admission policy of the Algerian open university distance learning mode is not as tougher as that of campus education. The policy of distance learning programs is to open the door for every learner willing to complete university education without any consideration to previous qualification, age or socio-economic status. Therefore, the Algerian open university's admission policy ought to consider the following;

First; the admission requirements set for different areas of knowledge ought to take into account the learners' abilities, aptitudes and academic and vocational interests.

Second; setting tests and personal interviews to make sure that the learner is eligible for the specialization he is willing to apply for.

Third; doing habilitation courses to help learners get the knowledge and acquire the skills needed to qualify for the specialization they are willing to apply for.

3.6. The Algerian Open University Modes of Study

The Algerian Open University Modes of Study vary from full time, part time, full academic year, term to credited hours. They vary in light of the learners' needs and conditions. The learner is free to choose the mode that suits him.

3.7. The Algerian Open University Study Programs

The Algerian open university has a wide variety of programs that consider the learners' abilities, needs, interests as well as the needs of the market of work force. These programs include the following;

First; the bachelor –degree university programs for learners who are eager to hold a university degree.

Second; the post-graduate studies for learners who are willing to hold MA and PhD degrees.

Third; transferring training programs for learners who desire to change their specializations.

Fourth; training programs for workmen in production and service sectors.

Fifth; habilitation programs for general secondary school students who are willing to join university.

Sixth; specific courses such as programs of computer skills and new languages for students who would like to learn these courses.

Besides, the Algerian open university provides preparatory syllabuses for the fields learners are going to study. It also sets admission tests to verify the learner's eligibility for the program he applies for. Too, it provides learners with leaflets and guides that contain information about study programs and syllabuses to help them decide the area of knowledge that meets their abilities, needs and interests.

 The Algerian open university offers incentives, rewards, fees cut-offs to motivate learners to work hard and reach higher levels of achievement.

3.8. The Algerian Open University's Strategies of Teaching

The Algerian open university adopts various strategies of teaching. They include lecturing, discussion, team working, cooperative learning and problem-solving techniques. These strategies take into account the different intellectual abilities and learners' individual differences. In addition, they enhance self0directed learning and further education skills They also reinforce using modern media in learning and communication between learners and teachers.

3.9. The Algerian Open University's Teaching Aids

The Algerian open university uses a great number of teaching and learning mediums such as printed materials, video tapes, cassettes, educational radio and television, compact discs, computers, mobile

phones, the internet, e-libraries, satellite channels as well as regular meetings with learners for guidance.

Furthermore, the Algerian open university uses non-electronic mediums in education such as by-post learning, labs prepared by teachers and experts to enable learners do experiments. These mediums work integrally. Besides, there are local centers for distance learning that provide educational service for students as well as guide them.

3.10. The Algerian Open University Form of Evaluation

The evaluation the Algerian open university rests upon is inclusive, ongoing and accumulative. Inclusive evaluation means that it covers all the learner's religious, moral, cognitive, affective and psycho-motor aspects. It uses numerous and various assessment tools such as oral, written and practical tests, personal interviews, doing experiments, research assignments, projects, field studies , achievement files and self and peer assessment.

The evaluation the Algerian open university adopts is also ongoing. That is, it is not limited to final examinations as it the case with traditional education systems. It includes regular tests all the year round as well as formative and summative evaluation.

Too the evaluation the Algerian open university depends on is accumulative. In other words, it takes into consideration the learner's past achievements.

In addition, the learner's school work is re-marked and re-checked by a group of experts. Moreover, the learner 's assessment report is not only meant to reveal the score he gets, but to show his weaknesses and strengths and set remedial work to enhance and improve slow learners achievement.

3.11. The Algerian Open University Academic Staff

The teacher is the keystone of the educational system. The success and failure of this system rests greatly upon the teacher. Thus, for the success of the Algerian open university, there are highly qualified teachers believing in its vision, aware of its philosophy, aims and requirements. The teacher of the Algerian open university is well trained on modern technological mediums of education and communication, how to prepare subject materials in accordance with targeted standards and always updates his knowledge.

Needless to say that the Algerian open university has a highly prepared academic staff for distance learning that is equal to that's of campus education. Furthermore, it depends on well-prepared and highly trained academic counselors owing to the great role he plays in directing and guiding learners as well as making sure that they join the suitable type and level of study in order not to be a failure and leave study as a result.

3.12. The Algerian Open University Funding

The Algerian open university financing rests upon learners fees and government monetary support. It also depends on self-finding through marketing its counseling and research services and subject materials. In addition, it invests learners' academic projects to fund its activities, support talented, handicapped and poor students. Furthermore, it signs contracts with production and service sectors for self-financing in return for training their workforce. Moreover, it makes use of grants, contributions and donations sent by different charities and organizations in and out of the country beside the earnings from mutual programs and treaties with other universities.

3.13. The Algerian Open University Fees and Payments

The fees and payments of the Algerian open university take into consideration learners' standard of living so that they do not feel overburdened by these fees and consequently stop learning and leave study.

3.14. The Algerian Open University Supplies

The Algerian open university is supplied with modern and highly equipped infra-structure. There big buildings, sufficient materials, computers hardware and software, electronic portals, interactive television, internet access, compact discs, e-libraries, e-books, e-services, laboratories and local distance learning centers.

3.15. The Algerian Open University Quality and Accreditation

Paying attention to the quality and accreditation of the Algerian open university in general and its distance learning programs in particular is so essential. This requires the following:

First; setting up bodies and committees specified for meeting quality standards.

Second; defining criteria of quality and accreditation in conformity with recent researches in the field.

Third; creating adequate strategies of evaluation to guarantee that the Algerian open university meets quality standards.

Fourth; seeking accreditation for distance learning programs and certificates from the high councils of Arabian universities the same as the case of campus education's.

Fifth; signing treaties and partnerships with international universities to guarantee accreditation particularly for distance education' programs and awards.

3.16. The Algerian Open University Societal Preparation

The Algerian open university exerts effort to raise awareness of its programs and awards especially that of distance education in order to convince the society that it is at the same foot as campus education. It also spotlights on the successful graduates of distance learning and the extent to which they participate in the wellbeing of the society.

To conclude, the above mentioned proposal's purpose to combine distance learning and campus education is to maximize the advantages of each and to minimize their disadvantages in a way that meets the needs of both the individual and the society. To add, it responds to changes of time and place and can be modified to adapt to emergencies.

Conclusion

The present study aims to explore the definition, aims, importance and means of distance learning and how to make it an integral part of university campus education. It reached the following findings;

First; the Algerian open university is an educational system aims at conveying knowledge, values and skills to every qualified learner whether he can attend campus education or not and regardless of age and socio-economic status.

Second; the Algerian open university makes use of electronic and non-electronic medium of learning and communication. It depends on printed materials, text books, e-books, computers, mobile phones, the internet, satellite channels, educational radio and television, libraries and e-libraries, laboratories, by-post learning, regular meetings and so on.

Third; there are many geographical, social, economic and political reasons that make the Algerian open university a must. Some of

these reasons are the difficulty of conveying the educational service to learners in remote areas, the hardships some learners meet when moving to schools, the full or partial lockdown that is imposed on campus education in times of pandemics and political disturbances, the possibility to secure learning opportunities for disadvantages people such as patients, prisoners, women in conservative communities and the physically handicapped as well as the possibility to convey the educational service to a greater number of people with a lesser cost.

Fourth; the proposal of the Algerian Open University rests upon the idea of integrating distance learning, e-learning and open education into the Algerian traditional university campus education. This university bears one mission that is put into one plan to achieve the same targeted objectives with the same content but using different techniques and strategies according to what is suitable for each mode, making full use of the advantages of campus education and distance learning and neutralizing the disadvantages of each. Through this integration, the open university provides learning opportunities for everyone whatever their age group and their socio-economic status. The elements of this proposal are shown un the following sections.

In light of the research's findings, the present study recommends putting the proposal of the Algerian Open University into practice to activate the principle of equality of access for all learners and to overcome the problems campus education faces such as over-crowdedness of classes and lockdown emergencies. **The study draws attention to the following recommendations:**

First; adopting a flexible mode of study that takes into account the learners' different needs, interests and conditions. That is, the learners ought to have the freedom to select the mode of study that

suits them whether it is full time or part time, or whether it is an academic year, a term or a credit hour mode.

Second; using as many and various mediums of learning as possible. Printed materials, text books, e-books, computers, mobile phones, the internet, satellite channels, educational radio and television, libraries and e-libraries, laboratories, by-post learning, regular meetings should be available.

Third; using different techniques of evaluation such as oral, written and practical examinations, personality, intelligence quotient, creativity tests, interviews and observation.

Fourth; distance learners ought to do tests in local centers to avoid cheating plagiarism and revealing false identity.

Notes

1) Riham Ahmed, Tawzeef A-Talie'm Al-Elktroni le-Tahqeeq Ma'ieer A-Jawda fe-Al-Amalia A-Ta'liemya, *Arabian Journal for Securing Quality in Higher Education*, p. . 11, So'ad Umair, M'ayeer Jawdat A-Ta'liem Al-Electroni, *Majalat Tatweer*, p. 53, A'esha Al-Eidi, and Mohamed Bu-Fateh, Khalfiyat A-Ta'liem Al-Electroni fe A-Ta'liem Al-A'li, Jam'at Al-Aghwat Namuthagan, *The Researcher Journal in Social and humanistic Sciences,* p. 675, Samir Abesh and Rafiqa Khakeqa, Dor A-Talie'm Ka'ahad Awjoh A-Talie'm an Bu'd fe Tahqeeq Jawdat A-Talie'm Al-Jamie', *Journal of Studies of Development and Society*, pp. 92, Taher Jekhyowa, Ta'liem Al-Elktroni be Al-Jame'at Al-Jazaeriya bayna Tareeqa le Takhatti Al-Azma A-Sihyyia wa Waseela le Ta'zeez A-Ta'liem Al-A'li, Dirasa Madaniya, *Journal of Legal and Economic Researches*, pp. 569– 570.

2) Self-directed learning is: "a learning activity a person does out of self-desire with the aim of promoting his abilities and satisfying his interests for the purpose of developing his character". In other

words, self-directed learning is the knowledge one obtains as an outcome of learning oneself by oneself through one's interaction with one's environment in different situations where he satisfies one's motives. It is a strategy that centers on the learner and enables him to learn out of his interests at the time that is suitable for him so that he grows responsible for his learning and the extent to which he masters the knowledge, attitudes and skills he aspires to acquire, and his self-assessment. The most known self-directed learning techniques are programmed learning, the educational television and radio, by-post learning, distance learning, open education and e-learning. See: Atef Abd Al-Majeed, *A-Ta'llum A-Thati; Al-Baramij wa Al-Marahil,* no edition, p. 2 and Faten Qansuwah and Hana' Motawalli, *Dalil A-Ta'allum A-Thati*, no. edition, p. 3, p. 4 and p. 10.

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